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ABSTRACT

A sample of predominantly-black and integrated schools were surveyed in 1977 to determine their recruitment and retention strategies of black students. Questionnaires were administered to 34 administraors and 3,579 students from 21 integrated and 13 predominantly-black schools of nursing (17 associate and 17 baccalaureate schools). It was found that predominantly black schools were more successful in enrolling black students, but integrated schools were more successful in retaining them. Black students were especially likely to attend programs with moderate admission requirements and schools where over 10 percent of the faculty was black. Financial aid and minority recruitment also affected black enrollments. Predominantly-black schools offered more financial assistance and were more active in black recruitment than were integrated schools, especially in utilizing strategies directed toward students who were not recent high school graduates. Black retention rates were highest in schools that offered generous financial aid, flexible course scheduling and credit transference, a combination of retention methods, and a formalized retention program. Except for financial aid, these practices were found more often in integrated than in black schools and they were more prevalent in black schools with the highest retention rates than in those with the lowest rates. More black students attending integrated programs felt that their teachers were responsive and sympathetic to their needs. Information is also presented on student nurses' personal backgrounds; percentage of black faculty at both types of schools; admission criteria; and student reasons for school selection and career choice. (SW)

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MINORITY RECRUITMENT AND RETENTION STRATEGIES IN SCHOOLS OF NURSING: A COMPARISON OF INTEGRATED AND PREDOMINANTLY BLACK INSTITUTIONS

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MINORITY RECRUITMENT AND RETENTION STRATEGIES IN SCHOOLS OF NURSING:
A COMPARISON OF INTEGRATED AND PREDOMINANTLY BLACK INSTITUTIONS

The nation's registered nurse corps is estimated to be only 2.5 percent black. To learn why blacks are so underrepresented in nursing, the staff of the Program of Health Services Delivery, Bureau of Governmental Research, University of Maryland (College Park), under the direction of Dr. Eleanor Feldbaum, initiated a three-year national study. The Division of Nursing, U.S. Department of Health, Education, and Welfare (Project No. NU00570) funded the research. A major objective was to evaluate the various minority recruitment and retention strategies used by schools of nursing.

During the 1977 academic year, the Program staff visited 27 associate, diploma, and baccalaureate schools of nursing in 12 states. The sample schools were selected on the basis of geographic and programmatic representation, success in enrolling black students, and willingness to participate in the study. At each school, students, faculty, and administrators completed questionnaires about that school's strategies for recruiting and retaining black students. Information was also collected about the students.

In locating schools to participate in the study, it became evident that few have racially heterogeneous student bodies and that predominantly black schools educate a significant percentage of black nurses. Consequently, it was decided to include the black institutions in the study. In 1978, the project staff visited 13 predominantly black schools of nursing in a five state area (New York, Illinois, North Carolina, Florida and Louisiana). These schools offered either the associate of arts or baccalaureate degree.

In her report, entitled "Integration Strategies for the Nursing Profession," Dr. Feldbaum evaluated minority recruitment and retention programs at the 27 integrated schools of nursing.* She found that those schools which were successful in both recruiting and retaining blacks were highly committed to the

education of black nurses and tried a variety of approaches to obtain that objective. But she also found that many nursing educators lacked such commitment. This, coupled with the fact that the majority of black student nurses believed that racial discrimination is prevalent within the profession, makes integrating the nation's nursing corps a formidable task.

This paper, using data from the administrator and student questionnaires, contrasts the 34 schools of nursing offering associate or baccalaureate degrees to see if integrated and predominantly black institutions differ in their recruitment and retention strategies for black students. The percentages of black and integrated schools using various strategies, and their black enrollment and retention rates, are compared.

It was found that: predominantly black schools were, of course, more successful in enrolling black students, but integrated schools were more successful in retaining them; particular school policies were associated with large black enrollments and high black retention rates; and, black nursing students attending black institutions did not differ significantly from those at integrated schools.

SAMPLE DESCRIPTION

Schools of nursing were selected for study on the basis of racial, geographic, and programmatic representation. Seventeen associate and 17 baccalaureate schools comprise the sample for this paper. There were no diploma schools in the sample since we were unable to locate any predominantly black diploma institutions.

Twenty-one integrated and 13 predominantly black schools of nursing were visited. The 21 integrated schools were all located within major metropolitan areas with large black populations, and all reported having at least a 10 per-

*Copies available upon request

cent black student enrollment. The predominantly black schools' student bodies were at least 75 percent black. These schools, except for those in the South, were not established as black institutions. They only recently became predominantly black when the racial compositions of their student bodies changed.

Administrators at the predominantly black and integrated schools completed the same questionnaire. It contained items pertaining to their school's: recruitment and retention strategies for black students; black enrollment and retention rates; admission, retention, and graduation requirements; and curriculum.

Identical questionnaires were self-administered by 2725 students: 1678 were whites enrolled in integrated schools; 306 were blacks enrolled in integrated schools; 632 were blacks attending black schools; and, 109 were whites attending black schools. The questionnaire contained items pertaining to the student's: personal background; educational and work experience; assessment of their school's services; school, program, and career selection; career objectives; and, perceptions of discrimination in the nursing profession.

STUDENT NURSES' PERSONAL BACKGROUNDS

An examination of the personal backgrounds of nursing students revealed few differences between blacks attending integrated and predominantly black schools (see Table 1).* In general, black students, regardless of where they went to school, were from lower status backgrounds than whites. Their fathers' occupational status, educational attainment, and incomes were lower than those of white fathers. For instance, 32.8 percent of the white fathers were employed in professional occupations as compared to 9.0 percent of the black fathers of students at integrated facilities and 10.9 percent of the black fathers of students at black schools. The mean number of years of education

*Whites enrolled in the two types of institutions are contrasted in this paper only when there are striking differences.

Table 1

STUDENT NURSES' PERSONAL BACKGROUNDS

Type of Program	Integrated Schools						Black Schools		
	Whites			Blacks			Blacks		
	Total (N=1678)	Associate (N=538)	Baccalaureate (N=1140)	Total (N=306)	Associate (N=217)	Baccalaureate (N=89)	Total (N=632)	Associate (N=286)	Baccalaureate (N=346)
PERSONAL									
Median age	23	27	21	25	31	22	26	30	22
Males	7.5	9.6	6.2	2.9	2.9	6.6	5.5	5.0	6.1
Single	63.8	36.8	75.9	47.1	30.5	71.9	58.1	40.1	72.8
Childless	79.4	51.9	71.9	48.3	32.3	87.8	56.3	34.9	73.2
Median family income	15,430	14,860	16,960	11,800	12,050	11,670	11,920	11,540	12,444
Mean education (years)									
Father	13.1	12.1	14.0	10.3	10.4	10.2	11.1	11.1	11.1
Mother	12.4	12.0	12.9	11.2	11.1	11.3	11.5	11.0	11.8
Spouse	14.9	14.0	15.7	12.8	12.4	13.1	14.5	14.0	15.6
Professional occupation									
Father	32.8	19.0	46.6	9.0	8.1	9.9	10.9	8.7	12.5
Mother	19.9	17.1	22.7	17.7	19.2	16.2	10.5	6.1	13.3
Spouse	34.6	25.6	43.6	11.9	10.3	13.4	22.1	18.7	25.6
EDUCATION									
Presently enrolled in:									
Associate program	32.1	—	—	70.9	—	—	46.5	—	—
Baccalaureate program	67.9	—	—	29.1	—	—	53.5	—	—
Median miles school located from home	15.1	5.3	20.1	7.7	5.4	14.0	10.2	6.5	20.0
Enrolled previously in post-high school program	56.8	65.8	47.7	66.3	66.5	67.5	45.4	48.9	42.4
Receiving financial aid (does not include loans)	49.7	42.6	56.8	78.4	71.4	85.4	94.9	96.8	93.6

Table 1 (Continued)

Type of Program	Integrated Schools						Black Schools		
	Whites			Blacks			Blacks		
	Total (N=1678)	Associate (N=538)	Baccalaureate (N=1140)	Total (N=306)	Associate (N=217)	Baccalaureate (N=89)	Total (N=632)	Associate (N=286)	Baccalaureate (N=346)
WORK									
Worked previously in health field	42.8	57.9	27.6	47.7	67.8	27.6	48.2	55.1	41.8
Previous position									
Nurses' aide	36.8	33.7	39.7	32.9	32.6	33.3	34.6	36.9	32.3
Practical nurse	8.1	13.1	3.1	21.9	39.6	4.2	22.8	31.8	12.5
Mean months worked previously	17.8	23.7	11.9	21.8	34.0	9.5	32.7	40.7	24.4
Working for pay while in school	66.0	57.9	74.0	56.5	62.4	50.5	60.3	59.0	61.3
Present position									
Nurses' aide	32.9	32.0	33.8	25.1	16.8	33.3	28.3	23.2	32.2
Practical nurse	13.2	22.9	3.4	31.9	55.0	8.9	25.1	40.0	13.0
Mean months working as a student	5.6	9.3	1.9	10.9	9.7	12.3	12.6	10.2	14.8

completed by white fathers was 13.1 as compared to 10.3 by black fathers of integrated school students and 11.1 by black fathers of black school students. The mean annual income for white families was over $15,000 compared to slightly less than $12,000 earned by the families of blacks enrolled in either integrated or predominantly black institutions.

There was a direct correlation between socio-economic status and the type of educational program white students attended. Those from the highest status homes attended the baccalaureate degree programs. However, this relationship did not hold for black students because few were from families with high educational achievement, occupational prestige, and income.

The major distinguishing factors between blacks attending associate and baccalaureate degree programs, regardless of whether the schools were integrated or black, was their age and level of family responsibility. Blacks who attended associate degree programs were in their early thirties, married, and parents while those in baccalaureate degree programs were in their early twenties, single, and childless. This age and family responsibility discrepancy was also found between white students attending the different nursing programs. However, the differences were not as great as those between blacks.

While over 60 percent of all the students at integrated schools of nursing had previously attended an institution of higher education, less than half of the students at black schools, regardless of their degree program, had done so. This did not mark a career change, however, as most had been enrolled in another type of nursing program.

A much higher percentage of black than white students at integrated schools of nursing received financial aid to defray the costs of tuition and books (78.4% and 49.7%, respectively). Assistance to blacks was higher than to whites in all integrated educational programs. Moreover, the percentage difference between blacks and whites receiving aid was the same for both

baccalaureate and associate degree programs.

An even higher percentage of black students (94.9%) received assistance at predominantly black schools of nursing. This was true for all programs. At integrated schools a larger percentage of the black bachelor degree students than the black associate degree students received aid. At black schools, however, the reverse was true.

Student nurses attended schools relatively close to their homes. This was most marked for students enrolled in associate degree programs. It is interesting to note that blacks attending predominantly black schools traveled slightly further to school (median distance 10.2 miles) than did those attending integrated schools (median distance 7.7 miles).

A significant proportion of students, regardless of institution, had worked in the health field prior to enrolling in nursing school. Blacks were more likely than whites to have had such experience. Moreover, associate degree students, regardless of race and institution, had more experience in the health field than baccalaureate degree students. The percentage difference, however, was lowest in black schools.

Becoming a registered nurse marked upward mobility for many students, especially blacks. Approximately one-third of the students at both types of schools had held nurse's aide positions. In addition, over one-third of the black students attending associate degree programs had experience working as practical nurses. While almost 40 percent of the blacks attending integrated two-year schools were practical nurses, only 13.1 percent of their white classmates held that position.

Black students at integrated schools, especially those in two-year programs, had spent longer periods of time working prior to their nursing education than had whites. The mean number of months worked by blacks was 21.8 compared to 17.8 for whites. However, blacks at predominantly black schools,

especially those in two-year programs, had worked even longer (an overall median of 33 months).

Over half of all nursing students continued to work for pay while attending nursing school. White students, regardless of program, were slightly more likely than blacks to work as nurses' aides. In contrast, a larger percentage of black students were employed as practical nurses. The highest proportion of practical nurses was found among black students attending integrated schools. Regardless of race or institution, most practical nurses continued to work while attending the two-year program.

FINDINGS

The following analysis utilizes black enrollment and retention rates to index success in educating black nurses. These are dependent variables, while school characteristics, recruitment activities, admission criteria and policies, and retention policies and programs are independent variables. Figure 1 shows the relationship between these variables.

A. BLACK ENROLLMENT

Integrated schools reporting the highest enrollments of black students offered associate degree programs, were publicly supported, were commuter schools, and had moderate admission criteria (a standardized test or a minimum of two course requirements). Blacks were also likely to attend schools in black neighborhoods, schools where over ten percent of the faculty was black, and programs in the northern and eastern regions (see Table 2).

A greater percentage of predominantly black than integrated schools were publicly supported, commuter schools located in minority neighborhoods (see Table 3). At all of the predominantly black schools, the faculty was at least 20 percent black. Also, there was a higher proportion of black faculty at black schools which offered baccalaureate, as opposed to associate, degrees. The reverse was true at integrated schools (see Table 4). Black students at

Figure 1

SCHOOL ACTIONS AS MEDIATING INFLUENCES

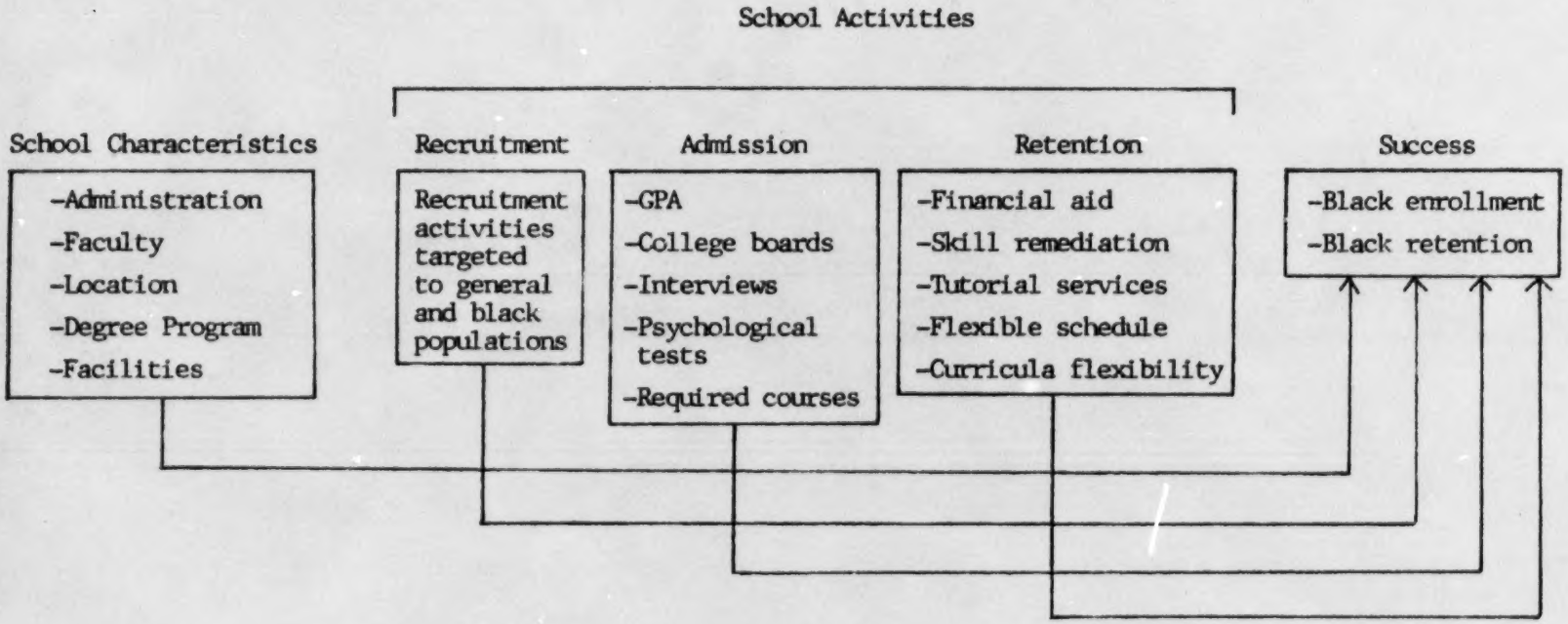

Table 2

SELECTED SCHOOL CHARACTERISTICS AND STUDENT RACIAL COMPOSITION AT INTEGRATED SCHOOLS

	Number of Schools	Mean Percentage White Students	Mean Percentage Black Students
Type of Program			
Associate degree	11	65.2	31.2
Baccalaureate degree	10	81.5	10.4
Region*			
South	6	88.5	11.3
North	4	60.2	38.0
East	2	73.5	25.5
Central	3	78.5	19.9
West	6	60.7	21.8
School Support			
Public	17	68.8	24.3
Private	4	87.0	12.0
Commuter	12	64.5	31.1
Dormitory	9	82.9	9.5
School Neighborhood			
Black	6	58.2	39.8
Ethnic and White	15	78.1	14.6
Admission Standards			
High	6	82.1	14.0
Moderate	11	65.6	25.2
Low	4	76.5	22.0
Black Faculty			
Less than or equal to 10%	13	75.9	16.9
More than 10%	8	66.6	29.9

*Region

South = Alabama, Tennessee, Louisiana, Mississippi
North = Michigan, Ohio, Indiana, Illinois
East = Pennsylvania, New York, Virginia
Central = Missouri, Kansas
West = California, Nevada

Table 3

SELECTED CHARACTERISTICS FOR INTEGRATED AND PREDOMINANTLY BLACK SCHOOLS

	Integrated Schools	Black Schools
Total Number of Schools	21	13
Type of Program		
Associate degree	11	6
Baccalaureate degree	10	7
Region*		
South	6	4
North	4	4
East	2	5
Central	3	—
West	6	—
School Support		
Public	17	12
Private	4	1
Commuter	12	9
Dormitory	9	4
School Neighborhood		
Black and Ethnic	6	13
Ethnic and White	15	0
Admission Standards		
High	6	1
Moderate	11	9
Low	4	3
Minority Faculty	(black faculty)	(white faculty)
Less than or equal to 10%	13	5
More than 10%	8	8

*Region

South = Alabama, Tennessee, Louisiana, Mississippi
North = Michigan, Ohio, Indiana, Illinois
East = Pennsylvania, New York, Virginia
Central = Missouri, Kansas
West = California, Nevada

Table 4

PERCENTAGE OF BLACK FACULTY AT INTEGRATED AND PREDOMINANTLY BLACK SCHOOLS

	Program	
School	Associate	Baccalaureate
Integrated	18.2	8.2
Black	53.6	75.8

Table 5

PERCENTAGE OF BLACK RESPONDENTS ENROLLED IN ASSOCIATE AND BACCALAUREATE DEGREE PROGRAMS BY INTEGRATED AND PREDOMINANTLY BLACK SCHOOLS

	Program	
School	Associate	Baccalaureate
Integrated	70.9	29.1
Black	46.5	53.5

predominantly black facilities were more likely than those at integrated schools to be enrolled in baccalaureate degree programs (see Table 5); however, this was a reflection of the sample's southern schools, all of which offered four-year courses of study.

1. recruitment efforts

Directors were asked whether their schools of nursing engaged in the following types of recruitment practices: advertised in general and minority media or in college handbooks; mailed brochures to minority groups; sent faculty, student, and black recruiters to high schools, to high schools with high black enrollments, and to black neighborhoods; conferred with high school counselors; invited prospective students to visit the nursing school; and, participated in the National Student Nurses' Association's Project Breakthrough.

As can be seen in Tables 6 and 7, every school mailed a catalogue or brochure upon request. The next most utilized recruitment strategies included visiting high schools, meeting with high school counselors, and opening the nursing campus for visitations. The strategies least used by schools of nursing, regardless of their integration status, were advertising in minority media and mailing brochures to minority groups.

Integrated schools were more active in general recruitment while black schools were more active in minority recruitment. Moreover, black schools outside of the South were more active in recruiting students who were not recent high school graduates than were integrated and southern black schools. While the latter directed most of their recruitment efforts at high school students, the former targeted recruitment towards older, non-traditional students. This had merit since black students have a median age of 25 and have not been in high school for seven years.

Table 6

TYPES OF RECRUITMENT PRACTICES UTILIZED IN INTEGRATED SCHOOLS

(percentages reported)

	Total	Associate	Baccalaureate	South	North	East	Central	West
Number of schools*	18	9	9	4	3	2	3	6
Catalogue or brochure mailed on request	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Brochures directed to black groups	5.6	0.0	11.1	25.0	0.0	0.0	0.0	0.0
Media ads	50.0	66.7	33.3	50.0	66.6	0.0	66.6	50.0
Ads in college handbooks	22.2	22.2	22.2	25.0	33.3	50.0	33.3	16.7
Black group media ads	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Recruiters confer w/h.s. counselors	44.4	33.3	55.6	50.0	100.0	50.0	66.6	0.0
Faculty or students spoke to h.s. students interested in nursing	72.2	55.6	88.9	75.0	100.0	50.0	66.6	66.7
Recruiters spoke in h.s. w/large black pop.	66.6	44.4	88.9	50.0	100.0	50.0	66.6	66.7
School sent bl. recruiters into black areas	55.6	44.4	66.7	50.0	100.0	50.0	66.6	33.4
Invited students to visit school	61.1	55.6	66.7	50.0	100.0	0.0	66.6	66.7
Participation in Project Breakthrough	27.8	33.3	22.2	50.0	0.0	0.0	33.3	33.4

*Schools with missing data excluded

Table 7

TYPES OF RECRUITMENT PRACTICES UTILIZED IN PREDOMINANTLY BLACK SCHOOLS
(percentages reported)

	Total	Associate	Baccalaureate	South	East	North
Number of schools	13	6	7	4	5	4
Catalogue or brochure mailed on request	100.0	100.0	100.0	100.0	100.0	100.0
Brochures directed to black groups	25.0	33.3	0.0	0.0	40.0	25.0
Media ads	38.5	33.3	40.0	50.0	40.0	25.0
Ads in college handbooks	0.0	0.0	0.0	0.0	0.0	0.0
Black group media ads	7.7	16.7	0.0	0.0	20.0	0.0
Recruiters confer w/ h.s. counselors	41.2	50.0	40.0	0.0	80.0	50.0
Faculty or students spoke to h.s. students interested in nursing	84.6	83.4	83.3	75.0	100.0	75.0
Recruiters spoke in h.s. w/large black population	84.6	83.4	100.0	75.0	100.0	75.0
School sent black recruiters into black areas	71.6	66.7	50.0	25.0	100.0	50.0
Invited students to visit school	38.5	33.3	33.3	25.0	40.0	50.0
Participation in Project Breakthrough	23.1	16.7	33.3	25.0	0.0	50.0

It is interesting to note that non-historical black schools in the East and the North were more active in recruitment, especially in efforts directed towards black groups, than were southern schools, which were established as black institutions. It appears that northern and eastern schools recognized the change in their student bodies' racial composition and adjusted their recruitment strategies.

At integrated schools, there is no clear or direct relationship between recruitment efforts and the size of black enrollments. Indeed, those schools which were the most active reported the lowest mean percentage of black students (see Table 8). Also, cause and effect is difficult to determine as those strategies that were successful in some schools were not in others. But at predominantly black schools, black enrollment increased with recruitment efforts (see Table 8).

Most directors at integrated schools had difficulty assessing the effectiveness of various recruitment strategies. There was general agreement, however, that "success begets success." That is, once a school had been successful in recruiting and graduating large numbers of black student nurses, there was no longer any difficulty attracting large numbers of highly qualified minority applicants. Still, except for participation in Project Breakthrough, predominantly black schools were more active in each minority recruitment activity.

2. admission criteria and practices

Schools of nursing were categorized by the stringency of their admission standards. Those with high criteria required standardized college admission tests, completion of specific courses, and a high school grade point average of 2.5 or better. Moderate criteria schools were those where either standardized tests or a minimum of two course requirements were specified. All other schools were categorized as having low admission criteria.

Table 8

RECRUITMENT EFFORTS AND BLACK ENROLLMENT
(N in parenthesis, excluding schools with missing data)

	Mean Percentage Black Students	
	Integrated Schools	Black Schools
General Recruitment		
School performed 1-3 activities	22.9(10)	81.1(9)
School performed 4-6 activities	19.1(8)	85.5(4)
Minority Recruitment		
School performed 1-2 activities	23.0(15)	75.5(8)
School performed 3-5 activities	9.9(3)	95.0(5)

Nearly half of the integrated schools, compared to almost 70 percent of the black schools, fell within the moderate classification (see Table 9). Most of the integrated associate degree programs (45.5%) and over three-fourths of the black two-year degree programs fell within this group. The proportion of integrated and black baccalaureate degree programs with moderate standards were similar (50.0% and 57.1%, respectively).

There were more black (23.1%) than integrated (19.0%) schools with low admission criteria, although the difference was not great. There were no integrated baccalaureate schools with low criteria, while 28.6 percent of their black counterparts were in this category. In contrast, far fewer black than integrated associate schools had low admission standards (16.7% compared to 36.3%).

A much higher proportion of integrated than black schools had high admission requirements (33.3% compared to 7.7%). Half of the integrated baccalaureate programs were in this category compared to only one black school. Moreover, 18.2% of the integrated associate degree programs had high criteria while none of their black counterparts did.

Four integrated nursing schools had established special standards for evaluating black applicants. Such standards, however, did not help increase black enrollment. The integrated schools that had established special criteria had lower percentages of black students enrolled than did schools which had not done so (see Table 10). No black school had special admission standards.

Integrated schools rejected 42.5 percent of their applicants, as Table 11 shows. Predominantly black schools refused entry to 34.0 percent. However, integrated associate and baccalaureate degree programs turned away less than half of their applicants for academic reasons while black programs denied admission to over four-fifths of their applicants for that reason.

Table 9

COMPARISON OF BLACK AND INTEGRATED SCHOOLS BY ADMISSION CRITERIA AND PRACTICES
(mean percentages reported, N in parenthesis)

	Integrated Schools			Black Schools		
	Total	Associate	Baccalaureate	Total	Associate	Baccalaureate
Admission Standards						
High	33.3(7)	18.2(2)	50.0(5)	7.7(1)	0.0(0)	14.3(1)
Moderate	47.6(10)	45.5(5)	50.0(5)	69.2(9)	83.3(5)	57.1(4)
Low	19.0(4)	36.3(4)	0.0(0)	23.1(3)	16.7(1)	28.6(2)
Special Standards for Blacks						
Yes	19.0(4)	9.1(1)	30.0(3)	0.0(0)	0.0(0)	0.0(0)
No	80.9(17)	90.9(10)	70.0(7)	100.0(13)	100.0(6)	100.0(7)
Preadmission Program						
Yes	57.1(12)	54.5(6)	60.0(6)	92.3(12)	100.0(6)	85.7(16)
No	42.8(9)	45.5(5)	40.0(4)	7.7(1)	0.0(0)	14.3(1)

Table 10

ADMISSION CRITERIA AND PRACTICES AND BLACK ENROLLMENT
IN INTEGRATED SCHOOLS
(mean percentages reported, N in parenthesis)

		Type of Program	
	Total	Associate	Baccalaureate
Admission Standards			
High	14.0(7)	27.0(2)	9.6(5)
Moderate	25.2(10)	37.0(5)	12.0(5)
Low	22.0(4)	22.0(4)	0.0(0)
Special Standards for Blacks			
Yes	15.0(4)	26.0(1)	11.0(3)
No	25.4(17)	33.0(10)	10.0(7)
Preadmission Program			
Yes	24.5(12)	28.0(6)	11.0(6)
No	21.3(9)	37.0(5)	10.0(4)

Table 11

APPLICANT REJECTION AT INTEGRATED AND PREDOMINANTLY BLACK SCHOOLS

	Integrated			Black		
	Total	Associate	Baccalaureate	Total	Associate	Baccalaureate
Mean percentage of applicants rejected by school	42.5	45.0	45.6	34.0	39.3	31.7
Of applicants rejected, mean % due to academic deficiency	59.2	46.3	49.0	97.3	81.2	89.5
Of applicants rejected, mean % due to school capacity	25.7	35.5	29.3	1.1	17.2	9.7

Officials at several predominantly black schools complained that integrated educational institutions siphon off qualified minority students, leaving black schools with inadequately prepared applicants. Consequently, black schools have moved into a compensatory role, giving special aid to disadvantaged students. For example, programs to assist applicants in meeting admission requirements existed at all of the black associate degree schools and all but one black four-year institution (see Table 9).

Black campuses, of course, did not relish the idea of being largely compensatory institutions. But even this role is being threatened as the federal government pressures predominantly white schools to admit more minority students, some of whom previously might have been rejected for academic reasons. This pressure has prompted many integrated nursing schools to establish special admission standards for minorities and/or skill remediation programs.

Almost three-fifths of the integrated schools had pre-admission programs to aid students in remediation of academic skills. Most students enrolled in these programs paid full tuition while taking remedial course work. Those schools which offered preadmission programs reported somewhat higher black enrollments than those without them (see Table 10). This was most pronounced for baccalaureate schools. Still at many schools, regardless of their integration status, it was impossible to tell if these programs did anything other than provide income for the school. School administrators did not know how many students attended these classes or progressed to college level curricula and matriculated.

3. effects of recruitment activities:

a. career choice

Students were asked to use a scale from zero to five to rate how influential 25 factors were in their selection of nursing as a career (zero

indicated no influence; five meant very influential). As can be seen in Table 12, the same five items were chosen by white and black students as influencing their career choice: interest in health or medicine; desire to work with and help people; belief that nursing was a challenging and rewarding profession; the availability of job opportunities; and, the availability of numerous career paths to follow.

All students considered those items which related to recruitment least influential. These items included: advice received from high school counselors or teachers; health clubs in high school or community; nurses speaking in their high school; black nurses speaking in their high school; special prenursing planned preparatory programs; and, contact with student nurses while in high school. It is interesting to note that for black students the belief that the nursing profession provides opportunities for blacks was a moderately strong influence in their career choice.

Students were asked if they were aware of or had participated in ten programs or activities which had been established to interest persons in a nursing career and/or help them enter schools of nursing (see Table 13). An average of over 70 percent of all students were unaware that: nurses visited communities to speak about opportunities in the profession; visits were planned to health facilities to observe nursing activities; films were shown about career opportunities in nursing; black nurses or student nurses spoke to groups about opportunities in nursing for minorities; prenursing programs (e.g., Selantic, Breakthrough) existed to help individuals plan for entering nursing school; programs existed for counseling about different types of nursing schools and curricula; programs offered tutorial assistance to prepare for nursing school entrance exams; visits were planned to schools of nursing to familiarize potential students with the schools' physical settings, faculties, and students; and, that help was offered to potential students to

Table 12

REASONS FOR CAREER CHOICE
(mean scores reported)

CAREER CHOICE

Using a scale from zero to five, please rate how influential each of the following items was in your selecting nursing as a career. (0 stands for no influence, 5 stands for very influential)

No influence Very influential

0 1 2 3 4 5

Place the appropriate number before each item.

	Integrated Schools		Black Schools
	White	Black	Black
Family or friend pressure or influence	1.90	2.17	2.00
Challenging and rewarding profession	4.31	4.45	4.25
Affordable education	2.32	2.77	2.49
Job opportunities are ample	4.14	4.33	3.96
Good salary and fringe benefits	3.35	3.80	3.64
Numerous career paths to follow	4.05	3.94	3.75
Advice from high school counselors or teachers	.50	.91	.77
Didn't want to go to college	.28	.58	.56
One of the professions open to women	1.24	2.06	1.99
Good profession for wife and mother	1.91	2.41	2.07
Provides high professional status	2.79	3.24	2.99
Nurses spoke in my high school	.28	.59	.53
Good promotion opportunities	2.19	2.67	2.55
Profession provides opportunities for blacks	.31	2.78	2.14
Work with or help people	4.41	4.64	4.45
Interested in health or medicine	4.60	4.68	4.51
Provided job security	3.71	3.96	3.62
Religious calling	.96	.39	.88
Black nurses spoke at my high school	.04	.20	.23
Health Clubs in high school or community	.49	.74	.71
Observation of nursing activities	2.50	2.86	2.59
Influenced by nurse, school nurse	1.24	1.42	1.24
Mass media (e.g., television, radio)	.79	1.60	1.03
Special prenursing planned preparatory program	.17	.51	.49
Contact with student nurses while in high school	.40	.58	.53

Table 13

STUDENT AWARENESS OF RECRUITMENT ACTIVITIES

In recent years several programs have been established to interest persons in a nursing career and to help them enter nursing schools. Have you known about, participated in, or been helped by any of the following programs?

	Did not know of Program			Knew of Program/ did not participate			Participated but Program was of little help			Participated Program was helpful		
	1	2	3	1	2	3	1	2	3	1	2	3
Programs in which nurses visit the community to speak about opportunities in the nursing profession	73.0	78.9	78.3	20.4	13.3	12.7	1.9	1.7	2.3	4.7	6.1	6.7
There were nurses clubs in my high school (e.g., Future Nurses, Health Careers, Red Cross)	62.1	65.5	65.9	21.5	18.1	16.4	7.6	5.6	6.4	8.7	10.8	11.2
Program planned visits to health facilities to observe nursing activities	74.5	70.4	73.7	9.9	9.3	9.2	3.5	3.9	4.2	12.1	16.4	12.7
Films were shown about career opportunities in nursing	75.2	72.6	69.3	9.9	8.1	6.4	5.1	4.9	7.1	9.8	14.3	17.0
Black nurses or student nurses spoke to groups about opportunities in nursing for minorities	92.6	88.2	83.5	6.4	3.9	6.7	.5	2.2	3.3	.6	5.7	6.6
Prenursing programs (e.g., Selantic, Breakthrough or Odwin) helped individuals plan for entering nursing school	89.3	85.2	84.2	6.8	5.7	7.3	1.1	2.0	3.0	2.8	7.0	5.7

1=whites, integrated schools
2=blacks, integrated schools
3=blacks, predominantly black schools

Table 13 (Continued)

	Did not know of Program			Knew of Program/ did not participate			Participated but Program was of little help			Participated Program was helpful		
	1	2	3	1	2	3	1	2	3	1	2	3
Programs offered tutorial assistance to prepare for nursing school entrance exams	92.9	87.1	84.3	5.7	6.9	7.8	.6	2.5	3.4	.8	3.5	5.0
Programs planned visits to schools of nursing to familiarize potential students with the school's physical setting, faculty and student	77.2	77.4	82.4	7.6	7.9	8.0	2.9	3.0	3.8	12.3	11.7	5.7
Programs helped potential students to complete applications and make financial arrangements to enter nursing school	81.5	75.0	80.8	8.5	8.9	7.2	2.6	3.2	4.4	7.3	12.9	7.6
Programs provided counseling about different types of nursing schools and curricula	76.5	75.6	75.9	9.9	10.9	9.3	4.5	5.0	5.8	9.1	8.5	9.0

1=whites, integrated schools
2=blacks, integrated schools
3=blacks, predominantly black schools

complete applications and make financial arrangements to enter nursing school. Although the percentages of students participating in these programs were minimal, most of those who had participated found the activities helpful. Blacks, especially at predominantly black schools, were more likely than whites both to participate and to find the programs helpful.

b. school selection

Twenty-six items were listed as possible reasons for students selecting their particular school of nursing. As can be seen in Table 14, the selections of white and black students were somewhat similar. All students gave the lowest rankings to recruitment items, although over 10 percent of the black students at integrated programs were influenced by visiting and meeting with people at the school of nursing. While black students were most likely to enroll in schools with black faculty, only 14 percent of the black students at both integrated and predominantly black institutions asserted that the presence of minority faculty members affected their school choice. The racial mix of the student body was slightly more important to black students at integrated (23.4%) than at predominantly black (19.4%) schools.

Such pragmatic considerations as tuition costs, the time required to complete the program, and the closeness of the school to home influenced students in their school selection. However, they were also concerned with their school's reputation and acquiring a college degree.

Associate degree students, regardless of race or institution, were much more likely than students pursuing bachelor degrees to select their schools of nursing for pragmatic reasons (see Table 15). These included the school's proximity to home, tuition, the amount of time required to complete the program, and the possibility of attending school on a part-time basis. It is also interesting to note the importance of financial assistance to black students, especially those enrolled in baccalaureate programs.

Table 14

REASONS FOR SCHOOL SELECTION
(percentages reported)

SELECTION OF SCHOOL OF NURSING

Why did you select your particular school of nursing? (Check as many items as appropriate)

	Integrated Schools		Black Schools
	White	Black	Black
Reputation of school	68.1	56.9	33.8
Close to home	63.6	75.7	60.4
Could attend school part-time	17.3	30.1	21.4
Wanted a college degree	50.3	42.2	68.0
Emphasis of curriculum	30.0	29.4	22.5
Reasonable tuition	50.1	62.2	58.6
Awarded scholarship or financial aid	20.8	38.3	41.0
Emphasis on clinical skills	34.5	34.5	12.6
School arranged for paid employment while in school	2.7	9.6	2.0
Did not have to take college boards	2.0	8.0	4.9
School arranged tutoring to help me pass entrance exams	.5	2.9	5.0
Influence of family or friends	34.4	27.0	26.8
Job placement upon graduation	16.0	18.1	9.9
Time required to complete program	38.5	48.4	27.7
Connected with large medical institution	48.6	37.8	10.2
Size of school	29.8	22.4	19.2
School of nursing sent recruiters to my high school	3.4	5.5	2.9
Visited and met with people at school of nursing	15.1	13.7	8.2
Racial mix of the student body	5.2	23.4	19.4
Faculty seemed committed to working with and helping	27.2	25.5	24.4
Minority faculty members	1.9	13.5	15.5
Dorm space was available	15.7	8.7	4.9
Recruiters' recommendations	1.6	2.2	1.3
Receive college credits which are transferable for bachelor's degree	22.9	28.9	23.7
School gave credits for previous schooling and/or experience	28.3	26.5	15.6
Offering tutoring services to help with course work	.3	12.5	14.5
Other	5.1	2.2	5.0

Table 15

HIGHLIGHTED REASONS FOR SCHOOL SELECTION BY RACE AND INSTITUTION*
(percentages reported)

Reason for School Selection:	Integrated Schools				Black Schools			
	Baccalaureate		Associate		Baccalaureate		Associate	
	White	Black	White	Black	White	Black	White	Black
Close to home	62.1	68.5	77.1	84.6	54.2	58.7	73.8	65.4
Could attend part-time	16.0	22.5	37.9	44.4	6.8	9.0	35.7	36.2
Reasonable tuition	32.6	31.5	70.6	72.0	64.4	48.2	69.0	64.6
Time required to complete program	16.7	25.8	72.3	57.0	8.5	10.5	54.8	45.9
Awarded scholarship or financial aid	20.7	44.9	19.9	35.0	30.5	45.8	31.0	39.8

*Students were asked to select all reasons for school selection and thus more than one response was possible

Administrators at four-year schools must recognize the need to defray tuition costs if they wish to increase black enrollment in baccalaureate programs.

B. BLACK RETENTION

Table 16 shows that, in general, black and white retention rates at integrated campuses were the same. Table 17, however, shows that black students were more likely to remain in integrated than in predominantly black schools: the black retention rate was 82.8 percent at the former and only 75.2 percent at the latter. Both integrated and black associate programs reported higher attrition rates than did baccalaureate degree programs. The highest black retention rates were reported in integrated schools which were located in the western region, and in schools which were privately supported, offered dormitory facilities, and were four-year programs.

1. retention practices

In recent years, schools of nursing have directed more attention to the retention of black students. Deans and directors of nursing programs were asked what measures were being taken to help students maintain the grade point average necessary to remain in school. The schools had experimented with a variety of methods. All had either formal or informal tutoring programs directed by either the university or nursing department. Several schools also hired special full-time counselors, enlisted student tutors, and established skill remediation learning centers.

There is no clear pattern differentiating the success of individual retention activities. However, schools which had a formal program and which utilized a combination of methods reported the highest black retention rates. More integrated than black schools utilized a combination of retention activities.

Slightly more black than integrated schools had formal retention programs (see Table 18), but the integrated ones were better attended (see Table 19).

Table 16

INTEGRATED SCHOOL CHARACTERISTICS AND RETENTION BY RACE
(excluding schools with missing data)

	Number of Schools	Mean Percentage White Retention	Mean Percentage Black Retention
Total	16	83.0	82.8
Type of Program			
Associate degree	9	81.8	75.9
Baccalaureate degree	7	84.6	91.6
Region*			
South	6	82.5	81.7
North	3	78.3	83.2
East	1	73.0	88.0
Central	1	60.0	40.0
West	5	92.8	91.4
School Support			
Public	13	82.7	81.3
Private	3	84.3	89.3
Commuter	9	79.7	78.2
Dormitory	7	87.3	88.7
Faculty Degrees			
Less than 70% faculty have graduate degree	4	78.0	67.5
More than 70% faculty have graduate degree	12	84.7	87.9

*Region

South = Alabama, Tennessee, Louisiana, Mississippi
North = Michigan, Ohio, Indiana, Illinois
East = Pennsylvania, New York, Virginia
Central = Missouri, Kansas
West = California, Nevada

Table 17

SCHOOL CHARACTERISTICS AND BLACK RETENTION IN INTEGRATED AND PREDOMINANTLY BLACK SCHOOLS
(excluding schools with missing data)

	Integrated Schools (16 schools reporting) Mean % Black Retention	Black Schools (13 schools reporting) Mean % Black Retention
Total	82.8	75.2
Type of Program		
Associate degree	75.9	68.2
Baccalaureate degree	91.6	81.8
Region*		
South	81.7	79.8
North	83.2	70.5
East	88.0	79.4
Central	40.0	—
West	91.4	—
School Support		
Commuter	78.2	75.4
Dormitory	88.7	79.8

*Region

South = Alabama, Tennessee, Louisiana, Mississippi
North = Michigan, Ohio, Indiana, Illinois
East = Pennsylvania, New York, Virginia
Central = Missouri, Kansas
West = California, Nevada

Table 18

SCHOOL POLICIES, RETENTION ACTIVITIES, AND BLACK RETENTION
(mean percentages reported; N in parenthesis; excluding schools with missing data)

	Integrated Schools			Black Schools		
	Total	Associate	Baccalaureate	Total	Associate	Baccalaureate
Mean Black Retention	83(16)	76(9)	92(7)	75(13)	68(6)	82(7)
Admission Standards						
High	96(4)	67(2)	94(2)	85(1)	0(0)	85(1)
Moderate	88(9)	92(4)	91(5)	78(9)	68(5)	89(4)
Low	60(3)	60(3)	0(0)	72(3)	67(1)	74(2)
Special Standards for Blacks						
Yes	92(2)	99(1)	85(1)	—	—	—
No	81(14)	73(8)	93(6)	—	—	—
Flexible Credit Allocation						
High	86(13)	73(6)	92(7)	71(7)	80(1)	83(6)
Low	83(3)	83(3)	0(0)	70(6)	66(5)	92(1)
Flexible Course Schedule						
High	86(8)	82(3)	88(5)	86(3)	67(1)	95(2)
Low	80(8)	73(6)	99(2)	74(10)	64(5)	80(5)
Formal Retention Program						
Yes	87(8)	87(5)	88(3)	76(10)	68(6)	88(4)
No	78(8)	62(4)	95(4)	80(3)	0(0)	80(3)
Financial Assistance						
High	85(9)	81(6)	97(3)	—	—	—
Low	81(7)	73(3)	86(4)	—	—	—

Table 19

ATTENDANCE AT RETENTION PROGRAMS: COMPARISON OF INTEGRATED AND BLACK SCHOOLS

Percentage of Schools Reporting:	Integrated			Black		
	Total	Associate	Baccalaureate	Total	Associate	Baccalaureate
Poor to Moderate Attendance	33.3	45.5	20.0	46.2	50.0	50.0
Good Attendance	51.9	36.4	70.0	38.5	33.3	33.3

Table 20

SCHOOLS MAKING CHANGES TO ASSIST BLACK STUDENTS' ADMISSION AND RETENTION
(percentages reported; N in parenthesis)

Schools making changes in:	Integrated			Black		
	Total (N=21)	Associate (N=11)	Baccalaureate (N=10)	Total (N=13)	Associate (N=6)	Baccalaureate (N=7)
Admission Criteria	24(5)	18(2)	30(3)	31(4)	33(2)	29(2)
Class Schedule	19(4)	9(1)	30(3)	31(4)	33(2)	29(2)
Curriculum	24(5)	27(3)	20(2)	39(5)	67(4)	14(1)
Teaching Methods	33(7)	36(4)	30(3)	69(9)	83(5)	57(4)
Financial Aid Allocation	24(5)	27(3)	20(2)	62(8)	83(5)	43(3)

Similarly, black baccalaureate schools had higher retention rates than black associate schools even though more two-year campuses had retention programs (see Table 18). Administrators, however, reported that these programs were poorly attended. They suggested that there was a stigma attached to using skill remediation learning centers, attending formal tutoring sessions, or using other official retention programs. Moreover, they pointed out that many of their students were employed and had families and that these responsibilities made it difficult for them to attend study clinics. Nevertheless, those schools with formal retention programs seemed most able to retain black students.

2. effects of school policies

Studies suggest that flexible admission policies, flexible course scheduling, generous credit transference, and generous financial assistance enhance black retention rates. This was tested by correlating school policies with black retention figures to see whether more black students graduated from such nursing programs (see Table 18).

a. admission policies

More integrated than predominantly black schools had high admission standards and, in general, the schools with the highest admission criteria reported the highest black retention rates. Exceptions included integrated associate degree programs and black baccalaureate degree programs. In these two cases, black retention rates were greatest at schools with moderate admission standards. Overall, integrated schools with special admission standards for blacks reported higher retention rates than schools without special standards.

b. credit allocations

Schools with generous credit allocations granted a prescribed number of credits for associate or diploma degrees, or permitted a large number of

credits to be earned through examination. Overall, these schools were slightly more successful in retaining black students than were restrictive schools. Eighty-one percent of the integrated schools had high credit allocations compared to only 54 percent of the black schools.

c. course scheduling

Flexible course scheduling had a positive effect on black retention rates. The great majority of schools which permitted students to take courses during the summer months and during the evenings, which allowed part-time study, which encouraged elective subjects, and which allowed students to earn credits through independent study suffered lower black attrition rates than did those which were more restrictive. Again, more integrated than black schools were flexible: 50 percent of the integrated campuses had moderately to highly flexible schedules in contrast to 23 percent of the black schools.

d. financial aid

At integrated schools, financial assistance had a positive influence on black retention. In those schools where little assistance was given, the retention rates were lower than in those with high allocations. It was impossible to contrast this with predominantly black schools because all were most generous in offering money to defray tuition costs. Nearly 95 percent of the black students at predominantly black schools received financial aid compared to 66 percent at integrated schools.

Directors were asked if their schools had made any changes in admission criteria, class schedules, curriculum, teaching methods, and/or financial aid allocations for the expressed purpose of assisting black students in entering and completing their nursing program (see Table 20). Few integrated schools made changes to accommodate minority students. Black schools were also unlikely to make changes, except for adjustments in teaching methods

and in allocating financial aid. However, more black than integrated schools made changes.

3. students' perceptions of school efforts

Nursing students were asked to what extent they believed that their schools provided the following types of services: financial assistance, counseling, information about employment, flexibility of admission requirements, tutorial assistance, flexibility in scheduling courses and transferring credits, reduced course loads for those who need it, innovative teaching methods, and opportunities for students to be involved in school policy decision-making. In addition, they were asked if faculty members and administrators were responsive and sympathetic to student needs, if there was recruitment of minority students, and if there was racial harmony among students.

Students were aware of what programs their schools offered. The percentage who knew of the services was closely aligned with the percentage of schools who had made such provisions. The only discrepancy was that students felt that their schools provided less tutorial assistance than was claimed by the directors.

Table 21 shows that students rated their schools remarkably alike. However, some differences did appear. Students at predominantly black schools tended to be more critical of their schools' efforts than were students at integrated facilities. For instance, fewer students in black schools felt that faculty members were responsive and sympathetic to students' needs, or that students could be involved in decisions about school policies. Thirty percent felt that their schools offered little or no financial assistance to needy students while fewer than 20 percent of the students at integrated schools concurred. This is curious since more students at black than integrated schools received aid. Perhaps the students at predominantly

Table 21

STUDENT PERCEPTIONS OF SCHOOL SERVICES
(percentages reported)

In your opinion, to what extent does your school of nursing provide each of the following?

	Moderate to Great Extent			Little or Not at All		
	1	2	3	1	2	3
Financial assistance to needy students	83.3	80.7	70.0	16.7	19.3	30.0
Flexibility of admission requirements	58.3	57.2	56.5	41.7	42.8	43.5
Tutorial assistance	57.4	66.3	60.6	42.6	33.7	39.4
Counseling	77.0	84.1	72.0	23.0	15.9	28.0
Information about employment	72.1	73.8	61.5	27.9	26.2	38.5
Faculty members responsive and sympathetic to student needs	80.3	71.0	62.0	19.7	29.0	38.0
Flexible course schedules	38.5	54.2	40.0	61.5	45.7	60.0
Recruiting of minority students	71.5	51.3	68.4	28.5	48.7	31.6
School administrators responsive students	65.3	57.5	52.1	34.7	42.5	47.9
Transferable credits	74.6	73.2	66.9	25.4	26.9	33.1
Reduced course loads for those who need it	40.6	36.7	40.5	59.4	63.2	59.5
Racial harmony among students	91.9	72.5	80.4	8.1	27.4	19.6
Innovative teaching methods which differ from traditional ones	74.6	68.3	60.6	25.4	31.7	39.4
An opportunity for students to be involved in decision-making about school policies	65.7	63.5	48.1	34.3	36.5	51.9

1=whites, integrated schools
2=blacks, integrated schools
3=blacks, predominantly black schools

black schools were criticizing the adequacy, rather than the availability, of financial assistance.

Black students at integrated schools were the most critical of their schools' minority recruitment efforts and of the extent of racial harmony within their schools. They were the most satisfied, though, with their schools' course flexibility.

It is interesting that few students at either type of school believed that they were permitted to reduce course loads. Other studies clearly show that allowing students to adjust their course schedules and learning pace was a major way to reduce attrition.

C. INTEGRATING THE NURSING PROFESSION

The questionnaire also contained items pertaining to the integration of the nursing profession.

1. student perceptions of racial discrimination within nursing

Students were asked their opinions about the opportunities in nursing for blacks. In general, white students perceived few impediments. In contrast, black students felt strongly that racial discrimination is widespread within the nursing profession (see Table 22). They saw bias in hiring, in promotion practices, and in relationships with patients, doctors, other nurses, and sub-professional colleagues. Black students also did not believe that nursing professional associations are interested in or responsive to their interests (see Table 23). Because a large proportion of black students have had work experience in the health field, their perceptions of discrimination may well be based on what they have witnessed or experienced.

The responses of black students attending predominantly black schools were very close to those of black students at integrated schools. There were differences, however, between the responses of whites at integrated and predominantly black schools: whites attending predominantly black schools

Table 22

STUDENTS' PERCEPTIONS OF RACIAL DISCRIMINATION WITHIN NURSING

Percent in Agreement:	Integrated Schools			Predominantly Black Schools		
	Total	Associate	Baccalaureate	Total	Associate	Baccalaureate
Blacks are discriminated against when looking for a nursing position						
whites	8.5	10.0	9.3	20.3	14.3	26.3
blacks	58.7	58.2	66.7	57.1	54.1	60.1
A higher level of job performance is expected of black nurses than white nurses						
whites	6.1	9.2	6.0	7.3	7.5	7.1
blacks	59.2	61.7	64.5	58.4	53.6	63.1
Salaries for white nurses tend to be higher than for black nurses						
whites	3.7	4.3	4.4	10.0	7.5	12.5
blacks	33.4	34.6	40.5	44.8	42.8	46.8
White patients resent being told what to do by a black nurse						
whites	16.7	17.9	15.0	10.1	9.8	10.3
blacks	45.3	42.8	52.4	49.9	45.2	54.6
Doctors generally show more respect for white nurses than black nurses						
whites	17.2	15.8	19.1	12.8	9.8	15.8
blacks	52.3	52.4	45.7	54.9	49.7	60.1

Table 22 (Continued)

Percent in Agreement:	Integrated Schools			Predominantly Black Schools		
	Total	Associate	Baccalaureate	Total	Associate	Baccalaureate
Most white nurses would prefer not to work under the supervision of a black nurse						
whites	20.0	19.4	20.8	14.8	17.5	12.1
blacks	69.6	69.1	71.6	73.6	70.4	76.8
Supervisors tend to complain more about black nurses than white nurses						
whites	9.9	10.4	10.4	11.0	7.5	14.5
blacks	54.1	57.8	50.0	54.9	50.7	59.1
Practical nurses and aides show less respect for black nurses than white nurses						
whites	11.4	12.9	12.3	7.1	7.3	6.9
blacks	40.5	38.7	41.0	40.8	36.7	44.9

Table 23

STUDENTS' RATINGS OF PROFESSIONAL ASSOCIATIONS

Percent rating organizations as doing a poor job in:	Integrated Schools			Predominantly Black Schools		
	Total	Associate	Baccalaureate	Total	Associate	Baccalaureate
recruiting minorities into the profession						
whites	28.4	25.1	35.0	34.3	13.4	55.3
blacks	45.5	50.0	53.0	41.1	43.5	38.8
representing the interests of minority nurses						
whites	30.2	24.7	38.3	41.2	24.8	56.6
blacks	51.4	54.9	54.4	44.1	45.8	42.4
providing opportunities for minority nurses to share in shaping associations' policies and priorities						
whites	28.0	23.2	34.6	39.3	24.2	54.4
blacks	50.8	56.6	52.2	46.1	47.0	45.2
appointing minority nurses to leadership positions within the associations						
whites	33.4	28.4	40.0	33.5	14.8	52.2
blacks	52.5	56.0	52.2	46.9	46.0	47.8

were more likely to see racial discrimination that were whites at integrated schools, although they still saw much less than blacks.

There is no reason to believe that the perceptions of other blacks are any different from those of aspiring black nurses. The belief that racial discrimination is widespread within nursing could well be a major deterrent to the profession's integration.

2. directors' suggestions

The directors of integrated facilities were asked what they believed schools of nursing could do to recruit, retain, and graduate black student nurses. It is interesting to note that their suggestions, while seldom implemented, were most likely to be established procedures in predominantly black schools, especially in the East and the North.

The most frequently mentioned strategies involved programmatic changes. Directors believed: innovative teaching methods should be tried; students who needed help should be permitted to progress through the program at a slower pace; financial assistance should be generous enough that students would not have to work; and, students who did not succeed should be permitted a second chance. In addition, it was felt that retention, tutoring, remediation, and counseling programs should be established.

Secondly, directors suggested developing policies and practices that were responsive to minority students. They believed admission policies thwarted many black student nurse aspirants and should be changed to eliminate such bias. They supported greater faculty involvement with and commitment to minority students. The directors also thought that flexibility in scheduling and curricula were important to older and disadvantaged students, and that nursing departments should offer day care centers and similar support services.

The third group of suggestions focused on recruitment strategies. Directors believed that such efforts needed to be aimed at black neighborhoods and at non-traditional students. This is particularly important as the pool of recent high school graduates diminishes. It was also felt that nursing schools had to familiarize blacks with their institutions if the number of black applicants was to increase.

The general tone of the directors' suggestions indicate that a great deal of concern and commitment must be shown by school administrators and faculty if progress is to be made in integrating the nursing profession.

CONCLUSION

This paper has attempted to identify those methods which have been most useful in increasing minority representation in schools of nursing. Using data from a national study on the paucity of black nurses, it contrasted 21 integrated and 13 predominantly black schools of nursing to determine how they differed in recruiting and retaining black students. It was found that predominantly black schools were more successful in enrolling black students, but integrated schools were more successful in retaining them. Moreover, these differences were associated with variances in school policies and characteristics.

Integrated institutions with the largest black enrollments were, like most black schools, publicly supported, commuter facilities located in black neighborhoods. However, particular school policies were also associated with large black enrollments. Black students were especially likely to attend programs with moderate admission requirements and schools where the faculty racial composition was over ten percent black. Moreover, financial aid and minority recruitment affected black enrollments. Predominantly black schools offered more financial assistance and were more active in black recruitment, especially activities directed toward non-traditional students

than were integrated schools. Such recruitment efforts are particularly important for associate degree programs whose students are often married, parents, and in their late twenties or early thirties.

Black retention rates were highest in schools which offered flexible course scheduling and credit transference, generous financial assistance, and which utilized a combination of retention programs. Except for financial aid, these were all more common in integrated than in black schools. In addition, more black students attending integrated programs felt that their teachers were responsive and sympathetic to their needs.

If the nursing profession is to integrate, more black students must be enrolled in and graduated from schools of nursing. More specifically, integration depends on increasing the number of black students attending integrated schools of nursing, and on increasing black retention in predominantly black institutions. The solution to these problems is for integrated and black schools to learn from each other's success and to implement those school policies which are associated with high black enrollment and retention rates.